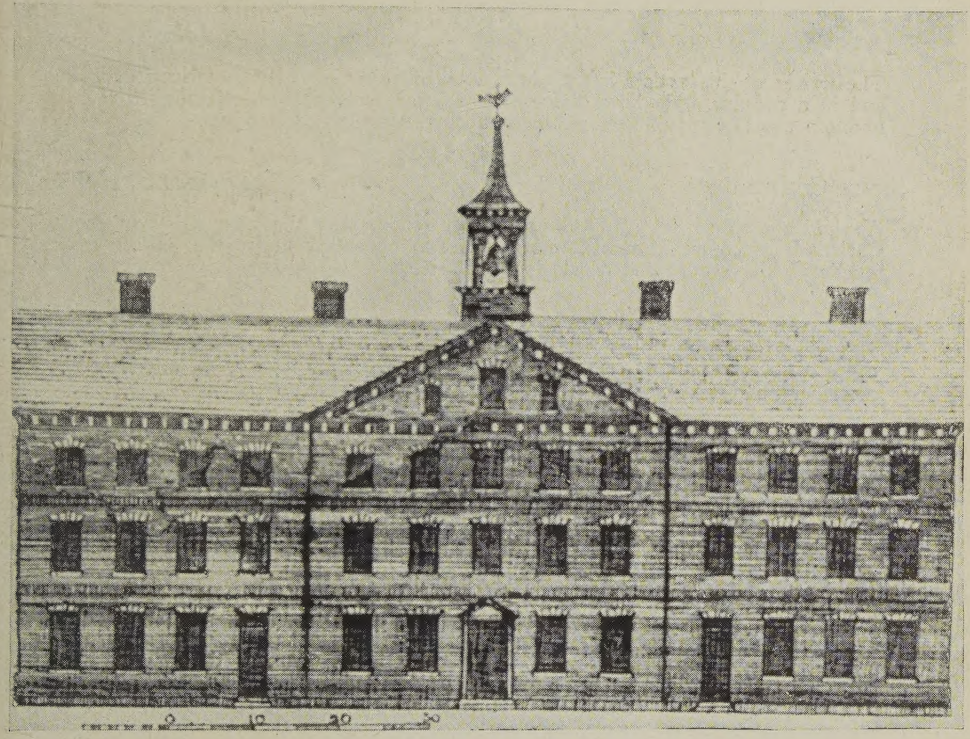
Christian Education

MAGAZINE

September-October 1947



Cokesbury College

Anniversary Number, 160 Years of
Methodist Higher Education in America

» IN THIS NUMBER «

RECOMMENDED FOR EVERY METHODIST — *Editorial*

It is suggested that each church member become better acquainted with the educational institutions of Methodism, especially those nearest to him—those within his conference or state.

ONE-HUNDRED-SIXTY YEARS — *Editorial*

Since the 125 educational institutions of American Methodism today, all stem at least indirectly from Cokesbury College, we do well on its 160th anniversary, to do honor to this pioneer institution.

COKESBURY COLLEGE — *John O. Cross*

The writer of this article has made a detailed study of early American education and in a popular style he sets forth here some facts about Cokesbury that have heretofore not been published except in ancient records and journals.

SINCE COKESBURY — *Thomas S. Kepler*

A vivid sketch of an adventurous church recognizing the compelling power of Christian Education in world redemption and operating under the banner of its founder, which read, "The World Is My Parish."

IN THE FORESEEABLE FUTURE — *A Symposium*

Some leading Methodist college men peer into the future and tell us what they see.

TIPS TO FRESHMEN — *A Symposium*

With unprecedented numbers of Freshmen on our campuses, a group of college officials who know Freshmen and their problems offer some sound advice.

OUR NEW COLLEGE PRESIDENTS

SPECIAL DEPARTMENTS

CHRISTIAN EDUCATION MAGAZINE

BOYD M. MCKEOWN, *Editor*

PUBLISHED BI-MONTHLY SEPTEMBER THROUGH JUNE EACH YEAR
BY THE DIVISION OF EDUCATIONAL INSTITUTIONS
THE BOARD OF EDUCATION OF THE METHODIST CHURCH
810 BROADWAY, NASHVILLE 2, TENNESSEE

HARRY WRIGHT MCPHERSON, *Executive Secretary*

Entered as second-class matter at the post-office at Nashville, Tennessee,
under act of August 24, 1912

VOLUME XXXVII SEPTEMBER-OCTOBER, 1947 Number 4

Recommended for Every Methodist

THE 160th anniversary of Methodist Higher Education in America offers among other things an excellent occasion for taking stock of Methodism's schools, colleges, and universities. It is a good time to inquire into their services and general effectiveness both as educational institutions and as agencies in the Christian cause. It is a good time for individual Methodists to study not only the total sweep of the 125 Methodist-related institutions but also to look specifically at one or more of the Denomination's nearby schools.

The following suggestions may prove helpful. Read college literature. Visit the campus. Meet the President, dean and other administrative officers. Talk with faculty members and with students. Ask about the academic standing of the school and inquire into the institution's distinctive features, for example, to ask in what ways it is different from other colleges. Check on the proportion of its alumni and ex-students listed in "Who's Who." As far as your acquaintance permits, scrutinize the leadership being exerted by its products in religious, moral and civic affairs. How many ministers and leading Methodist Laymen do you know who were trained on that campus? Seek opinions of persons who know colleges and who are continuing students of educational values. What do they think of Methodist schools in general and of this institution in particular?

CHRISTIAN EDUCATION MAGAZINE believes the average Methodist will come through such an inquiry with a new appreciation of church colleges in general and of his own denominational institutions in particular. An end greatly to be desired is that his appreciation shall continue alive and active.

MAY we not, therefore, make our own the words of a resolution adopted a few years ago by a church body of national representation to the effect "That we reaffirm our faith in the value, and the needed service, of the Christian College, and that we assert our conviction that the primacy of religion, or the value of spiritual power, is fundamental and basal in any well-rounded program of culture for a Christian social order."

B. M. M.

One-Hundred-Sixty Years

ON December 6, 1787, Cokesbury College, named after Bishops Coke and Asbury, and located in Abingdon, Maryland opened its doors for the first time and twenty-five boys from all up and down the Atlantic seaboard enrolled. Thus was started Methodism's program of Higher Education in America.

Cokesbury itself proved to be an ill-starred institution and within less than a decade it had passed from the picture. Before it had gone, however, other schools had sprung up under Methodist auspices and from that December day in 1787 down to the present, the impact of Methodist colleges and universities on American society has been continuous. In a unique sense the 125 educational institutions that are related to The Methodist Church today all stem from this early beginning.

Methodism does well, therefore, in this anniversary year both to honor this pioneer institution and to recognize the genuine worth of the schools which makeup its present program of higher education

B. M. M.

Dramatic Program for Anniversary Observance Available on Request

A PLAY developing the salient facts in the history and present scope of Methodism's program of Higher Education in America has been written for use in colleges and local churches by way of marking the 160th anniversary of the beginning of that program. It has been put into booklet form and copies may be had free by addressing requests to Joint Committee on Public Relations, 810 Broadway, Nashville 2, Tennessee.

Though the play is cleverly done with much of it in a lighter vein, it packs a wealth of authentic historic data into its sprightly dialogue. It is not supposed, however, that the colleges and churches using it will feel obligated to stage it in its present form. Every encouragement is given, on the other hand, to make changes and adaptations, especially those that will give larger play to the history and objectives of local or nearby institutions of the Church.

Miss Jewell Posey, author of the play, is a product of Methodist education. She holds a B.A. degree from McMurry College and a B.D. from Southern Methodist University. For a time after leaving S.M.U. she taught in McMurry. She is now Wesley Foundation Director on two college campuses in Denton, Texas.

Cokesbury College

By JOHN O. GROSS

(EDITOR'S NOTE: *Dr. Gross, an authority on Cokesbury and other educational institutions of early Methodism, has recently written a brochure on Cokesbury College. It is now in process of publication and copies may be had by writing the Department of Institutions (General), Division of Educational Institutions, Board of Education, 810 Broadway, Nashville 2, Tennessee.*)

John O. Gross

ON the top of a hill at Abingdon, Maryland, about twenty-five miles from Baltimore, may be found a small stone marker on which are inscribed the words, "Cokesbury, 1785-1795." Not far away from it on the highway, which in early days was the main road between Philadelphia and Baltimore, there is a sign indicating that this is the place where the first college in the world, organized by the Methodists was located.

The inspiration for Cokesbury College can be traced to John Wesley and Kingswood. The first leaders of American Methodism no doubt, believed with Wesley that the future of the church depended "on the education and religious instruction of the children of Methodists." They held with him that religion and education were complementary and indispensable forces.

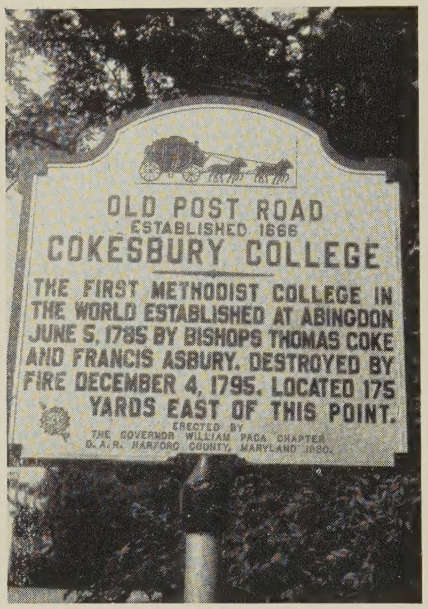
Cokesbury College and the Methodist Episcopal Church both came out of the famous Christmas Conference, convened by American Methodists at Baltimore, Maryland, December 24, 1784.

The College Is Projected

ON January 1, 1785, the Conference made provision for the establishment of an educational institution of collegiate grade to be called Cokesbury College in honor of American Methodism's first two bishops. Since it was voted to make Cokesbury a college instead of an academy or training school, it thus became the first Methodist college in the world.

It is a matter of record that the thought of a school for Methodists in America did not rise spontaneously out of the Christmas Conference. Mr. Asbury and a Mr. John Dickens had begun planning for a school as early as 1780.

It is known now that when Mr. Asbury discussed with Dr. Coke at Barrett's Chapel in Deleware, November 14, 1784, plans for the formation of the Methodist Church, it was agreed then that they would recommend to the conference the establishment of an educational institution.


OLD POST ROAD
ESTABLISHED 1666
COKESBURY COLLEGE
THE FIRST METHODIST COLLEGE IN THE WORLD ESTABLISHED AT ABINGDON JUNE 5, 1785 BY BISHOPS THOMAS COKE AND FRANCIS ASBURY. DESTROYED BY FIRE DECEMBER 4, 1795. LOCATED 175 YARDS EAST OF THIS POINT.
ERECTED BY
THE GOVERNOR WILLIAM PACA CHAPTER
D. A. R. HARFORD COUNTY, MARYLAND 1930.

Where Cokesbury Once Stood

BETWEEN that date and the time of the Conference, December 24, 1784, Asbury and Coke, on their preaching tours, presented their educational project and received collections for it amounting to about $5,000.

Coke Versus Asbury

On January 1, 1785, the business before the Conference was the establishment of an educational institution. From the first there was a difference of opinion between Dr. Coke and Mr. Asbury concerning the type of school to be established; the former desiring a college; the latter, an academy.

Apparently the decision was left to the Conference. Coke "advocated the propriety of founding a college, and succeeded in securing the adoption of a resolution favoring the view and providing the incipient measures for the establishment of such an institution." (Strickland, Francis Asbury, p. 162.)

Campus Obtained

A PLOT of ground containing six acres was purchased at Abingdon, Maryland, for $300. Of the site and its surroundings, Dr. Coke wrote, "The place delights me more than ever. There is not, I believe, a point of it from which the eye has not a view of at least twenty miles and in some parts the prospect extends even to fifty miles in length. The water front forms one of the most beautiful views in the United States; the Chesapeake Bay in all its grandeur, with a fine navigable river, the Susquehanna, which empties into it, lying exposed to view through a great extent of country."

It seemed only natural to select a site in Maryland for the location of Cokesbury College since over one-third of the Methodists in the United States lived in that state. The location situated on the highway between Baltimore and Philadelphia and also within a short distance of the Chesapeake Bay was comparatively accessible.

Cornerstone Laid

THE cornerstone for Cokesbury College was laid on June 5, 1785, with Asbury as the speaker. Of this occasion, his biographer, Strickland, says, "attired in his long silk gown, and with his flowing bands, the pioneer bishop of America took his position on the walls of the college and announced for his text the following: *'The sayings which we have heard and known, and our fathers have told us. We will not hide them from their children, showing to the generation to come the praises of the Lord, and his strength and his wonderful works that he hath done. For he established a testimony in Jacob, and appointed a law in Israel, which he commanded*

our fathers, that they should make them known to their children: that the generation to come might know them, even the children which should be born: who should arise and declare them to their children: that they might set their hope in God, and not forget the works of God, but keep his Commandments.'

The Spirit of the Lord was with him as with Elijah at the school of the prophets at Bethel. As he dwelt upon the importance of a thorough religious education, and looked toward the effects which would result to the generations to come from the streams which should spring from his opening fountain of sanctified learning, his soul enlarged and swelled with rapturous emotion." (*The Life and Times of Francis Asbury,* W. P. Strickland, pages 163-164.)

About the exercises, Mr. Asbury tersely noted in his journal, "I had liberty in speaking and faith to believe that the work would go on."

Asbury Statue, Washington

The Cokesbury Building

WHEN the building was completed, one early Methodist boasted that in dimensions and style of architecture it was fully equal, if not superior, to anything of the kind in the country. School work was started in December, 1787. The finished building, apparatus, library, and furnishings, cost upwards of $50,000, nearly all of which was collected in small sums from a widely scattered people.

The First Faculty

The first faculty of the college consisted of three teachers. Upon the request of John Wesley, Cokesbury Trustees suggested the Reverend Mr. Heath, who had been a master of a grammer school in England, for president. Associated with him were two unmarried assistant matters, Patrick McCloskey, "a well-educated Irishman," and Truman Marsh, a Quaker.

Wesley kept up an interest in Heath, and shortly after his inauguration wrote to him: "You are now setting up a Christian school concerning which I will give my advice, the result of long consideration and much experience which you are at liberty to take or leave."

IT is not likely, however, that Heath ever used Wesley's plan, for a short time after receiving the letter he was dropped by Asbury for inefficiency. The tenure of the college's first faculty was less than a year.

The College Opens

On December 6, 1787, Cokesbury College, with an enrollment of twenty-five students, was opened with appropriate religious exercises. On the Sabbath Day Bishop Asbury dedicated the new building, and for

the dedication sermon used the text, "O thou man of God, there is death in the pot."

This strange text noted by Reverend W. H. Daniels, elicited many speculations. In commenting on it, he said, "Whether the choice of this text was suggested by the fears of the good Bishop that the higher scholarship of American Methodism would sink to the level of that Oxford and Cambridge, or whether he had a vivid sense of the early troubles in Mr. Wesley's school at Kingswood, or still again, whether he possessed a sad foreboding of the misfortunes which were to befall this college, it is not possible now to determine, but the text is suggestive of all three." (Daniels, W. H., *Illustrated History of Methodism,* p. 510)

Aims of the College

THE first *Discipline* of the Methodist Episcopal Church gave a detailed announcement of the aims of the college. The three objects that the founders had in view for the college are as follows:

(1) To make provision for the sons of married Preachers.

(2) The education and support of poor orphans.

(3) "The establishment of a seminary for the children of our competent friends, where learning and religion may go hand in hand."

The main purpose of the school was a program of Christian education which meant "forming the minds of the youth, through divine aid, to wisdom and holiness; by instilling into their tender minds the principles of true religion, speculative, experimental and practical, and training them in the ancient way, that they may be rational, scriptural Christians."

MISS CHARMING

Miss Gloria Euyang, Shanghai, China, at her presentation as Miss Charming at Wesleyan College, Macon, Ga. When the students of Wesleyan went to the polls to vote for the student who best exemplified their conception of Charm they chose Chinese Gloria Euyang, Shanghai junior majoring in psychology. Gloria, who enters the senior class at Wesleyan this fall, is one of six native born Chinese students attending the college where their famous compatriots the Soong sisters went to school.

College Rules

For the governing of the college there were twenty-nine stern and rigid rules formulated that aimed to control practically every movement of the students. They were expected to rise at 5 A.M., study seven hours a day, and retire at 9 P.M. Early rising the Trustees believed to be of "vast importance both to body and mind."

IT would also aid in "preserving good and improving a bad constitution" and in preventing and re-

moving "nervous complaints." Bathing in the river was strictly prohibited, but a convenient bath was available for bathing. Only one student "shall bathe at a time and no one shall remain in the water above a minute."

Rule number 18 at Cokesbury prohibited the students from indulging in anything which the world called play. "Let this rule be observed with the strictest nicety for those who play when they're young will play when they're old." In lieu of games, students had for recreation agriculture, gardening and cabinetmaking. It was argued that agriculture, architecture, and woodworking are especially necessary for a new country and "the practice of those important arts will be an effectual method of rendering them useful to our country."

Need of Financial Support

It was not possible to launch the Methodist Church in a program of higher education without an appeal to the members to give full financial support to the new work. The following, which is part of an urgent appeal for the support of "one of the noblest charities that can be conceived," is taken from the *Discipline* of 1789.

"But the expense of such an undertaking will be very large; and the best means we could think of at our late Conferences to accomplish our design was, to desire the assistance of all those in every place, who wish well to the work of God; who long to see sinners converted to God, and the kingdom of Christ set up in all the earth.

THE control of Cokesbury at the beginning seems to have rested with the Conference but later was passed to a Board of Trustees consisting of five ministers, and ten laymen. The laymen were chosen "not only for their high standing in the church and for their known

Group in attendance at a meeting of Crusade Scholarship holders, in session at DePauw University, during the latter part of June. These crusade scholars include nationals from 16 countries. They are taking work in a total of 29 American colleges and universities. Twenty-three of the institutions are Methodist.

ability for exercising the trust but also from places sufficiently near to the college to make it convenient for them to attend the examinations of the students which occurred 'one full month' previous to the time of the annual commencement."

In 1789 the debt of the college stood at about $8,300. At that time Asbury wrote in his journal. "Our college matters now come to a pause. We mean to incorporate and breathe and take some better plan." This crisis evidently promoted a tightening up of the management of the institution and later led to its incorporation on December 12, 1794.

Asbury and Coke Bear Heavy Responsibilities

The responsibility, however, for the college, from its beginning, was largely left to Asbury as *ex officio* president. His journal mentions many trips to Abingdon "to fix the price of board and the time for the opening of the college," for "explaining and arranging the temporal concerns of the college," etc. The Bishop was expected to examine the students twice yearly.

HIS personal notations about faculty problems and securing funds for operation show that as a college administrator he had many anxious hours. Rarely do we find him speaking of Cokesbury with any pleasure.

The effluent Coke, on the other hand, enthusiastically reported his visits to Cokesbury. Once in speaking of the president, Dr. Hall, he said he found him "both a scholar, philospher, and a gentleman: he truly fears God, pays a most exacting delicate attention to all the rules of the institution."

Coke appeared pleased with the progress the students were making. "Two young men displayed great strength of memory and great propriety of pronunciation, in the repetition of two chapters of Sheridan on elocution, and were rewarded by Mr. Asbury, as a small testimony of our approbation, with a dollar apiece."

A SMALL boy, "delivered Memoriter, a fine speech out of Livy, with such an heroic spirit, and with such great propriety, that I presented him with a little piece of gold." Three boys who excelled in gardening were also rewarded by Mr. Asbury with a dollar each."

"However," Coke adds, we were obliged to undertake the painful task, in the presence of the trustees, masters, and students, of solemnly expelling a young lad of fifteen years of age, to whose learning we had

Two students at Mount Union Bow in meditation before the simple altar of Faith Chapel, a recent project of the Headland Club on the campus of Mount Union College in Alliance, Ohio. Members of the Headland Club are students who are preparing for full time Christian Service.

no objection, but whose trifling, irreligious conduct, and open ridicule, among the students, of experimental religion, we could not pass over: as we are determined to have a college, in which religion and learning shall go hand in hand together, or to have none at all."

The laconic Asbury has three lines in his diary concerning the same visit. "On reaching Cokesbury we found that here also God was working among the students. One, however, we expelled. We reviewed our laws, and settled our temporal concerns."

THIS first Methodist college had no more loyal or devoted friend than Mr. Asbury. One time in Baltimore he went from house to house through snow and cold soliciting money for the support of the school. He secured for this young enterprise from Methodists, who in general belonged to the underprivileged financial group in their day, more than one dollar per capita for Cokesbury.

Dr. A. W. Cummings in his *The Early Schools of Methodism,* says that Bishop Asbury was an important agency in the establishment of the State University of Georgia, the State College of South Carolina, and perhaps of North Carolina. "No other clergyman exerted an equal influence in either of those States during the last sixteen years of his life" is the conviction of Dr. Cummings.

Many Products Win Distinction

It is difficult to get much information about Cokesbury College students. There are no records of any graduating from the school. However, if the few found form dependable indices of the number educated there, then the ambition of the leaders that "our college will in time send forth men that will be blessings to their country and every laudable office and employment of life" was realized.

COKESBURY COLLEGE gave to the church Reverend Valentine Cook, pioneer circuit rider and educator, whose ministry extended from New York to the remote regions of Kentucky. Cook was probably the most learned man of the Methodist ministry of his day, skilled in Biblical studies, classical languages, and Methodist theology.

Another student, Asbury Dickens, the son of the Reverend John Dickens, served as Secretary of the United States Senate from 1836 to 1861.

Abel Bliss, a student from Massachusetts, was one of the first trustees of Wesleyan Academy at Wilbraham, Massachusetts, and one of the founders of Wesleyan University. His daughter, Miss Nancy Bliss, was the first preceptress of Cazenovia Seminary.

CHARLES TAIT is listed both as a student and as an instructor in Cokesbury. He was a first cousin of Henry Clay. He studied law and established himself in Georgia. He represented that State in the United States Senate for ten years, and was the author of the Admission Bill by which Alabama was admitted to the Union. This same bill, it should be noted here, made provision for the State University. Later he moved to Alabama and through President Monroe's appointment became the first Federal Judge of that District.

Another Cokesbury student who became a member of the United States Senate was Samuel White from Delaware. He was a son of Judge Thomas White to whom Asbury always referred as his "dearest

friend in America." Still another student, William Doughty, of Philadelphia, "distinguished himself in the United States Navy."

In the nine years of the existence of Cokesbury College at Abingdon, Maryland, it is doubtful that the enrollment in the aggregate exceeded 400 students. Making a liberal allowance for duplications, in the nine years we surmise that a total of not more than 200 young men were ever enrolled at Cokesbury. Out of such a small enrollment came two United States Senators and other men who rendered "acceptable service in Church and State."

Misfortune Stalks the College

IN December, 1795, misfortune overtook the young enterprise when fire, suspected to have been of incendiary origin, destroyed the building and contents. Asbury learned of the fire while holding a conference in South Carolina, and was deeply affected.

"We have now a second and confirmed account that Cokesbury College is consumed to ashes. The sacrifice of ten thousand pounds and ten years! Its enemies may rejoice and its friends need not mourn. The Lord called not Mr. Whitfield or the Methodists to build colleges.

After Initiation Ceremonies of the Beta Chapter of Phi Beta Kappa at Albion College May 13, 1947

Initiate Dr. Clare E. Griffin, professor of marketing of the University of Michigan, alumnus member; President W. W. Whitehouse of Albion; Dr. John Owen Gross, secretary of the Department of Educational Institutions of the Board of Education of the Methodist church, honorary member; and Dr. Don Divance Lescohier, professor of economics at the University of Wisconsin, alumnus member.

I feel distressed at the loss of the library." (*Asbury Journal,* Vol. II, p. 287.)

After the fire Dr. Coke, undaunted, again took the initiative in building an educational institution for the young church.

IT was decided to move the college to Baltimore, and at that time there happened to be available a large building which had been erected for dances and assemblies. This was purchased for about $22,000.

The school evidently had an auspicious beginning, having enrolled during the first year approximately 200 students. Asbury seemed jubilant over prospects and recorded in his journal in June, 1796: "O what times are here! The academy is crowded; they have five teachers and nearly 200 students."

But tragedy continued to harass Methodist educational efforts. On December 4, 1796, "through the imprudence of some boys who had been making a bonfire with shavings in an adjoining house," the college and the church which had been built adjoining it, caught fire and burned to the ground. The total loss sustained by the Methodists in these two fires ranged from $75,000 to $100,000.

ASBURY and Coke made no further effort after this last fire to develop Cokesbury College. There were several temporary educational ventures elsewhere, but Methodists had to wait 35 years to have a permanent college of their own.

That so much was accomplished in the nine years of Cokesbury's existence is praiseworthy in view of the limited strength of Methodism in those days. Now, in retrospect, we know that the Methodist Church did not possess either numbers or wealth sufficient to give promise to this worthy enterprise. The times in which the college were established were definitely unfavorable.

Still a Source of Methodist Pride

One thing, however, of which all Methodists may be proud is that Cokesbury reveals that early Methodist leaders understood the value and importance of education. The text of Asbury's final sermon at the opening ceremonies of Cokesbury College, "They shall not labor in vain, nor bring forth for trouble; for they are the seed of the blessed of the Lord, and the offspring with them," is a fitting tribute to all who had any connection with Cokesbury College.

Higher Education Institute Held at Scarritt

THE fourth annual Institute of Higher Education held at Scarritt College (Nashville, Tenn.), July 28-August 1, proved to be the most successful held thus far. About 200 delegates attended the Institute and a large proportion of the 125 Methodist educational institutions were represented.

Many colleges sent several delegates to participate to best advantage in the workshop held each afternoon in the fields of public relations, finance, and administration.

One of the principal speakers, Dr. Edgar S. Brightman, Borden Parker Browne, professor of philisophy and chairman of the Board of the Graduate School of Boston University, gave two addresses on the subject "A Theistic Philosophy for Education." Dr. Brightman said that both philosophy and religion were concerned with the totality of life—religion involving the total commitment of an individual's whole life to God and philosophy being concerned with the relationship of facts to values.

Since Cokesbury

Some Adventures in Higher Education

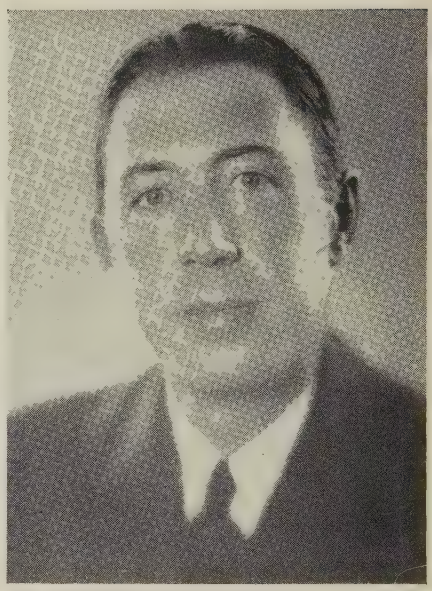
By THOMAS S. KEPLER

IT is 1814 in New York City. Dr. Lyman Beecher is speaking, "Illiterate men have never been the chosen instruments of God to build up his cause!"

Most of the eight million Methodists in America today would echo an "amen" to Dr. Beecher's words, for they are proud of Methodism's contribution to higher education. In 1944 American Methodism had 125 colleges and universities, with 117,000 students enrolled annually, 6000 teachers, and operating expenses of $42,000,000. Since 1944, due to the bulgy postwar educational program in colleges, many of these figures are doubled. 72% of Methodism's colleges are approved by regional accrediting bodies.

From Mt. Bethel On

But the Methodists of 1814 had as yet done little to foster higher education. Mt. Bethel Academy, founded in 1794 at Newberry County, South Carolina, had in 1803 become the property of another denomination. For 19 years after the founding of Mt. Bethel Academy, no Methodist colleges were begun. In 1830 other denominations had 22 theological seminaries; but the Methodist Church had none, and could only point to several struggling colleges as her only contribution to higher education. For a Church with 476,153 members and 1900 preachers, this was not much of an educational showing!



Thomas S. Kepler

WITH the founding of Asbury College, Baltimore, Maryland (1816) a new educational momentum was begun by the Methodists. Among the educational institutions soon to follow were Wilbraham Academy, New Market, New Hampshire (1817); Elizabeth Female Academy, Washington, Mississippi (1818); Augusta College, Kentucky (1821); Centenary College, Shreveport, Louisiana (1825); Wesleyan University, Middletown, Connecticut (1831); Randolph-Macon College, Ashland, Virginia (1830); Dickinson College, Carlisle, Pennsylvania (founded in 1773 but coming to the Methodists in 1832); Indiana Asbury University (now DePauw University), Greencastle, Indiana (1837); Ohio Wesleyan University, Delaware,

Ohio (1842); Trinity College (now Duke University), Durham, North Carolina (1859). By the early part of the twentieth century, Methodist colleges dotted the nation in 41 states.

Prayer and Odd Financing Bring Results

The founding of Cornell College, Mount Vernon, Iowa (1853), depicts how most of our Methodist colleges came into existence: Just eight years before the Civil War, Elder Bowman, a circuit-riding Methodist preacher, stopped his horse on a knoll overlooking the small Iowa village of Mount Vernon. There, in his mind's eye, he pictured a Christian college and in prayer he dedicated himself to the realization of that dream!

Thus Cornell College was born! But the main problem was that of financing these newly born colleges. Sometimes the state gave land and money: in 1786 Dickinson College was given 500 pounds and 10,000 acres of land by the state of Pennsylvania, with state support continuing until 1844. Iowa City, Iowa gave a half block of city lots to Iowa City College. As late as 1861 Baltimore Female College was given $1500 annually by the state of Maryland. McKendree College (founded as Lebanon Seminary in 1828 at Lebanon, Illinois) became an agent for the sale of real estate. Other colleges sold perpetual scholarships for $25 to $500—in one college which could accommodate 200 students, 3,600 perpetual scholarships were sold! Among financial aid to Methodist colleges few transcend the 300 Edward Rector Scholarships given annually to men at DePauw University.

Chapel—Randolph-Macon College, Ashland, Va.

VARIOUS indices in the latter part of the nineteenth century showed that Methodism was making good in the art of education! Simpson's *Cyclopedia of Methodism* (published in 1882) listed 333 college trained members of the church: nine-tenths were college graduates, two-thirds of them having degrees from Methodist colleges; three-fourths of that group had graduated from Wesleyan University (Connecticut), with another one-eighth finishing at Indiana Asbury University (DePauw University), Dickinson College, Allegheny College (founded in 1833 at Meadville, Pennsylvania), and Ohio Wesleyan University.

Of these 333, 209 were teachers, 87 were ministers (18 became bishops), 37 were in other occupations. At Indiana Asbury University the *Alumni Record,* 1840-1861, listed 184 graduates: 25 in the ministry, 34 in teaching, 115 in other occupations (mainly law and medicine).

The *Alumni Record* at Wesleyan University (Connecticut), 1833-1873, listed 919 graduates, 304 of them being Methodist ministers, 30 ministering in other denominations,

A Middletown, Connecticut statistician figured that during this forty year period Wesleyan's alumni had spent 5254 years in preaching!

The Battle for Theological Seminaries

WHILE general education seemed to have good momentum in the Methodist Church by 1850, support for theological seminaries was fought. Dr. John Dempster, who had become president of Garrett Biblical Institute in 1854, complains in a letter to a friend (June 27, 1856) about the opposition to theological training: "For the last twelve years I have from an overwhelming sense of duty, been occupied in an enterprise in the face of fierce opposition on the part of at least two-thirds of our entire ministry."

But theological education did go on! As a clarion call for this aspect of education a group of New England ministers in *Zion's Herald*, in 1845, had declared: "We are convinced that the time has come for the commencement of this work."

The hope was to model a seminary after Wesleyan School in London, England. After an unsuccessful attempt to give theological education within a department at Wesleyan University, the first distinct theological seminary of Methodism was begun in 1847 at Concord, New Hampshire. It was called the Methodist General Biblical Institute, and was begun with 3 professors, 12 students, a debt-free building, and 3 departments (*preparatory, biblical literature, and systematic theology*).

BY 1849 3 years residence was recommended, though students could enroll for a shorter duration. In 1866 the Institute was shifted to Boston, and in 1871 became the Boston University School of Theology.

The Idea Spreads

In the evangelistic meetings of 1839 the Reverend Peter R. Borein converted Augustus Garrett, wealthy businessman and onetime mayor of Chicago. Due to the generosity of him and his wife, his entire estate was left to Garrett Biblical Institute in 1855, which had begun in 1854 under President John Dempster with four students in a wooden building.

Drew Theological Seminary opened its doors in 1867. Her main donor, Daniel Drew, gave $270,000 in land and building, but he kept the endowment of $250,000 in his possession. Then came the panic of 1873, and through the clever manipulation of Drew's partner, Jay Gould, Drew lost all his fortune—including the endowment money!

An upperclassman greets freshman girls on the steps of Bentley Hall, 120-year-old administration building of Allegheny College, Meadville, Pa.

UNLIKE Garrett and Boston, Drew Theological Seminary was under the control of the General Conference of the Methodist Church. Other theological seminaries to follow these three were: Divinity School of Duke University (1926), Candler School of Theology, Emory University (1914), Iliff School of Theology (1892), Perkins School of Theology of Southern Methodist University (1915), Westminster Theological Seminary (1882), University of Southern California School of Religion (1922).

Women and Negroes Receive Degrees

Boston University (founded, 1839) boasts that "it was the first in the world to admit women to all departments on full equality with men." Elizabeth Academy, chartered at Old Washington, Mississippi in 1819, gave women the degree *Domina Scientarium.*

Maine Seminary and Female College of Kents Hill, Maine (founded, 1821) was one of the first colleges in New England to grant the A.B. to women. Cornell College, Mount Vernon, Iowa (chartered, 1857) began as a co-educational institution.

LAWRENCE COLLEGE, Appleton, Wisconsin in 1857 had 3 women students, 2 of whom received the A.B. degree. Ohio Wesleyan Female College (Chartered in 1853, and absorbed in Ohio Wesleyan University in 1877) granted degrees to women.

To people of this generation, who see men and women on equal terms in our colleges, these ideas regarding co-education seem rather odd: but they are symbols of adventurous educational principles one hundred years ago; and Methodism was active in helping to pave the way for co-educational colleges!

Concurrently with the rise of co-education was the venture of Methodism to give Negroes the privileges of higher education. Said the Board of Bishops assembled at New York City, November 8, 1866, "The emancipation of four millions of slaves has opened at our very doors a wide field calling alike for mission and educational work. . . . We cannot turn away from the appeal that comes to our consciences and hearts."

WHAT a drama can be read in Methodism's education of Negroes: Gammon Theological Seminary, begun at Atlanta, Georgia (1887) with a gift of $200,000 from Elijah Gammon, directed for thirteen years by the hand of President (later bishop) W. P. Thirkield, ministering to 1335 students by 1922!

The Meharry Medical College, Nashville, Tennessee (1876) graduating by 1921, 2467 doctors, dentists, and pharmacists! Clark University, begun in 1869 as a small primary school for Negro children, finding her graduates widely scattered in all vocations and professions! Cookman Institute (1872)—Samuel Huston College (1890)—Rust College (1870)—Morristown Norman and Industrial College (1881)—and many other Negro colleges of The Methodist Church telling one of the most thrilling episodes in higher education this country has known!

Someone has aptly said of Methodism's educational accomplishment among Negroes, "The story of the achievements of the schools under the auspices of the Board of Education for Negroes, of the Methodist Church has never been told and never will be told; it is too extended a tale for that." Almost half a million Negro students could best

testify what higher education has meant to them as sponsored by the Methodist Church.

We Look Ahead With Hope

IN recent years I have seen the new buildings of Boston University arising along the Charles River; I have worshipped in the cathedral-like chapel at Duke University; I have walked with awe through the Technological Institute at Northwestern University; I have spoken in many of Methodism's college chapels, sat in her stadia, discussed problems in her fraternity quadrangles.

The par excellent equipment of Methodism's colleges today has shown me a decisive contrast to the meager structure of Mt. Bethel Academy in 1794 with her three-story brick building.

But our colleges are ministering today to the same raw stuff of human beings as did Mt. Bethel and the other first Methodist schools. If we with our modern equipment and endowments can educate our students relatively as

BOSLER HALL

Dickinson College, Carlisle, Pa. Houses the library, memorial reading rooms, the Dickinsoniana Room and the Chapel.

Through Many Wars the Doors of this Christian College Have Been Kept Open. Dickinson College, founded in 1783 under the guidance of Dr. Benjamin Rush (a signer of the Declaration of Independence) was named for John Dickinson, President of Pennsylvania's Supreme Executive Council. It is the oldest college west of the Susquehanna, and the twelfth oldest in the United States. Until 1833 it was under Presbyterian control. After being closed for two years it was reopened through Methodist support.

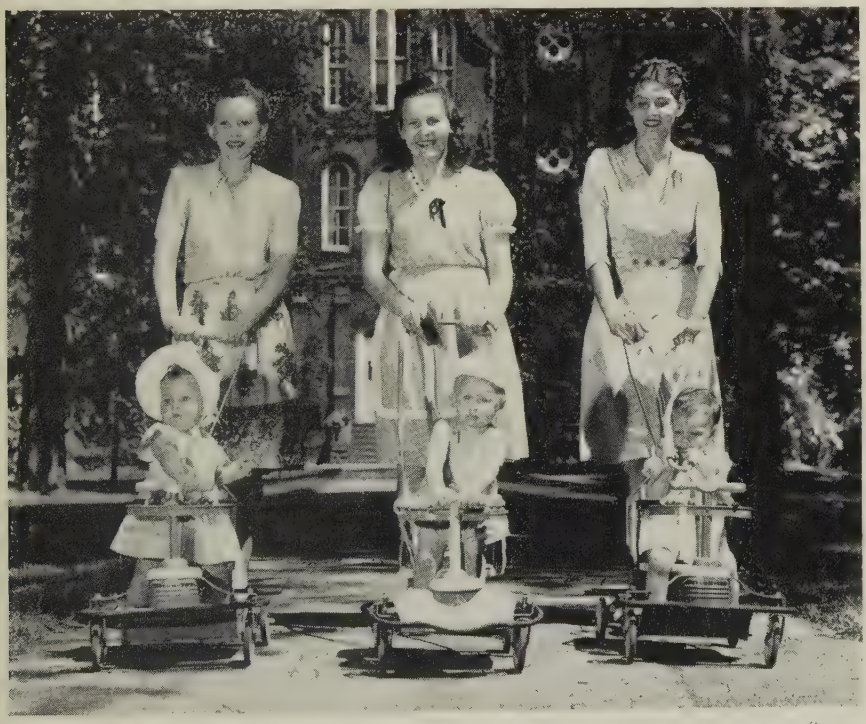
well as the early colleges did with their merger buildings and funds, there is hope for tomorrow's world!

One per cent of the Methodist young people attend Methodist colleges; 20% of those who attend college are in Methodist colleges, 80% are in other institutions of higher learning. These young people constitute Methodism's finest investment. "The Churches of Christ have given 1% of their sons and daughters to their colleges. Colleges have given back 80% to 90% of the Church's ministers and missionaries."

Since Cokesbury—much has happened! Yet we look ahead with hope, because we have faith in the American colleges which Methodists and other denominations are sponsoring. They can be the leaven of Christian culture!

Education in all institutions should have a three-fold objective—scholarship, character, and some form of service.

It is sheer folly for the Church to continue to support even in part colleges that turn out personal and social pagans. The kind of graduates for which this paper pleads may be very intolerant with many churches they find at home, but to the cause which the Church so often inadequately represents the student will be definitely committed. —*Oscar F. Blackwelder*



Caught by the Photographer as they go down the walk from historic Chapman Hall on the Mount Union College campus are, left to right, Mrs. Robert Waltz and Connie, Mrs. Harry Frankland and Larry, and Mrs. William Schweizer and Kathy., on their way to the Mount Union pediatric clinic for the children of veterans.

In the Foreseeable Future

In the two preceding articles Drs. Gross and Kepler have given us an impressive summary of the past and present of Methodist Higher Education in America. This brings us to the threshold of the future and we wonder just what the years immediately ahead may hold for the institutions of the Church and for the educational service which both Methodism and Society have been receiving from them for these 160 years.

In partial forecast we bring you the following statements reflecting the considered judgment of some eminent Methodist educators. EDITOR

1. An Exceptional Era of Service

By ARLO A. BROWN

President, Drew University,
Madison, N. J.

ONE does not need to be a prophet to be reasonably certain of a bright future for Christian higher education during the next quarter of a century. To be sure, an atomic war might blow our western civilization off the map during this period, but he would be very foolish who based his plans on that contingency.

He would be just as foolish if he ignored the moral disintegration of the race and the false philosophy of life which brought on World War II and could bring on an even more fatal World War III. The human race is on trial and an improvement in human character is necessary for its salvation.

Education is a great saving agency, and higher education will produce the leaders together with many of the followers of tomorrow. Christian higher education with its Christian philosophy of life and its freedom from political control will continue to be a great force in producing faith in God and the brotherhood of man.

OTHER colleges and universities will make their contributions and all will be desperately needed. Christianity has proclaimed the ideal of one world from the days of its founder. It remains for his followers today to make this ideal a reality.

As the desperate urgency of this need is increasingly realized, Christian higher education, if true to its mission, will face an exceptional era of service.

2. Colleges Must Help in World Redemption

By J. H. REYNOLDS

President Emeritus
Hendrix College, Conway, Ark.

METHODIST higher education in America is 160 years old. It is timely that we remind the public of this fact and that we inquire what of the future? Bright, of course.

The life of higher education in America is contemporary with our nation's history and is a reminder of its large part in the development of the nation's leaders.

Methodism has founded and endowed colleges all over the nation. While many colleges did not survive and are filling college graveyards, they record a glorious history of high Christian devotion.

MANY of these colleges have survived, each representing heroic devotion, and have wielded a powerful influence in making America the greatest world leader in the United Nations. We will doubtless carry forward this program of high Christian world service so gloriously begun.

3. Methodist Institutions Facing the Future

By DR. HENRY NELSON SNYDER

Honorary President, Wofford College, Spartanburg, South Carolina

SECTARIAN," "Denominational," "Church-related," "Church-affiliated,"—these labels the institutions of the church acquired during the past one hundred years. They represent in succession shifting of emphasis. Whole chapters might be used to explain these shiftings, but it is enough to say they are the progressive steps by which Methodist institutions are now free to maintain themselves as educational institutions.

As they face the future, therefore, they must meet more exacting demands for adequate buildings, dormitories, equipment, lecture rooms, libraries and laboratories. The needs of the new day, as well as the requirements of the standarizing agencies, will compel such demands.

As educational institutions, moreover, Methodist institutions can no longer accept strength of personality and goodness of character as substitutes for the highest technical and scholarly training in their faculties. In this respect their teaching force must be equal to the best in other types of institutions.

THEY will find themselves in a competitive field in which financial compensation will determine whether they can get and keep instructors of superior ability and qualifications. I am afraid that men of good scholarship and rich personality that have characterized those who have taught in our institutions in the past will become increasingly scarce—men dedicated in spirit to the purposes of the church in higher education. To get them tomorrow, we shall have to pay for them with an adequate compensation.

Then, too, as the institutions of the church look ahead once again, but with an added emphasis, they must affirm that they are not merely another college cluttering the educational scene but they are different in that they are dedicated to putting religious motives and the Christian philosophy of life into the education of youth. They do this because it is the mission of the church to which they are related to do this for all life.

If both parties, the church and the college, keep faith with this noble conception of their mission, the colleges will meet their part of the service more effectively than they have ever done and the church will be far more generous in its support of its colleges that it has ever been.

Special Quarterly Conference blanks for use of district superintendents in asking prescribed questions as to the names of Methodist young people now seniors in high school and names of those in college, have recently been mailed to all the district superintendents of the Church, according to Dr. H. W. McPhearson, Executive Secretary of the Division of Educational Institutions of the Board of Education. These questions were omitted from the regular book of Quarterly Conference forms designed for use of the district superintendents.

Tips to Freshmen

At this season, of this particular year, when, in all probability, there are more Freshmen on college campuses than in any year in the past, it seems appropriate to offer a few suggestions relating to the new phase of experience upon which they are entering. The statements below have been prepared by men who have been closely related to groups of Freshmen over many years and who are, therefore, qualified to offer sound advice. The suggestions they offer should be helpful not only to anxious Freshmen but to equally anxious parents and to all local church, college, and Wesley Foundation officials who stand in counseling relationships to college Freshmen. EDITOR

1. It Will Take Courage

By H. P. MILLER

Associate Dean, Emory University
Atlanta, Ga.

THE college campus today is no set of cloistered walls; you will find, instead, almost feverish activity both academic and otherwise. Whether veteran or recent high school graduate, you will never forget the chief events of the coming year.

It will take genuine courage to become a successful freshman, for both in class and in extra-curricular activities you will find vigorous competition. You who aspire later to admission into professional schools must at the outset begin to develop a reputation for academic superiority and general reliability.

Time is your most important possession; chronic waste of it will prove disastrous. Although I would be the last to deny the value of participation in student activities, I would be the first to urge a Freshman to ignore or minimize them until he knows that he is measuring up to the academic standards of the college.

ONLY the Freshman who quickly learns to proportion his energies effectively between classes, study, and recreation can reasonably hope for success. The freshman who values a sorority or fraternity pin more than a degree will almost certainly never qualify for the latter.

The knowledge and sophistication gained as a Freshman are not final. Remember Mark Twain's statement to the effect that when he was eighteen his father was the most ignorant man in the world, but it was amazing what that old man learned in the next ten years.

Your Freshman year is a major test: how much courage and judgment do you now have or can you develop under pressure during the coming months?

2. Time Is of the Essence

By J. EARL MORELAND

President, Randolph Macon College
Ashland, Va.

COLLEGE life presents both problems and possibilities to freshmen. Classroom assignments are more extensive and more demanding than those in high school. The Freshman finds himself in a

community different in many ways from the one to which he has become accustomed.

New adjustments will be imperative. He will make numerous new acquaintances. He will doubtless form a *few* friendships destined to last throughout his life.

Particularly in the small colleges, personal contacts with the faculty will be made available. If the Freshman accepts and continues these contacts, they will bring rich rewards to him, both during college days and in succeeding years.

EARLY in the college year it is extremely advisable to prepare a daily schedule of activities. Time will be "of the essence,"—it will pass all too rapidly. Not less than four and a half hours of each day must be reserved for classroom preparation.

Time should be allotted, also, for recreation, for physical education, and for social contacts. The best students are those who make the best use of their time.

3. Watch Your Start

By J. CALDWELL GUILDS

President, Columbia College, Columbia, S. C.

WATCH Your Step" is a good railroad slogan. "Watch your Start" is equally good advice for Freshmen.

Dr. Goodell used to tell of a checker player who visited his community when he was a boy and challenged him to a game. Dr. Goodell says he, the local checker champion, entered the contest with confidence, but when he made his third move the visitor said, "That beat you."

WHAT do you mean? I haven't started yet."

"Well, that beat you anyway. If the greatest checker player in America sat where you are and made the three fool moves you have made, I could beat him."

Dr. Goodell pointed out that the "game of life" is lost many times because of "fool moves" at the beginning. Equally true many a college career has been wrecked because of "fool moves" during the first days of the Freshman year.

Freshmen, my "tip" is, Don't make any "fool moves." "Watch your start."

4. Continue to Be Fresh Men

By JOE J. MICKLE

President, Centenary College of Louisiana, Shreveport, La.

APPROACH college as though it were a place not so much where one learns to make a living as where one tries to make a *life* worth living.

Continue to be Fresh Men—fresh in your curiosity about the world, fresh in your open mind toward its problems, and fresh in your freedom from prejudices which bring old age instead of maturity. Imagination and enthusiam spring only from Fresh Men.

Avoid snobbishness and provincialism—for too many of our troubles both personal and collective can be traced to these. To this end one should not fail to include courses which supply historical perspective on man's development and problems.

TRY to find a proper balance between studies and outside activities, avoiding over-emphasis of

either at the expense of the other. Both have their rightful places in college life.

Do a bit of thinking on your own. Don't accept blindly the decisions of your student friends, your teachers, or your textbooks. Thinking is the hardest work in the world but thinking individuals are the stuff of which democracies are built.

And, in all your thinking, learn to think with your heart as well as with your head. College is the place to cultivate and strengthen one's spiritual understanding of life.

5. Guard Your Capacity for Growth

By RUSSELL D. COLES

President, Cornell College, Mt. Vernon, Ia.

TIPS for Freshmen? I wonder who thinks he is wise enough in these confusing times to tell another what it would be well to do———

However, if I were to do it over again I would hold within me the knowledge that my greatest gift is the capacity for growth.

I would drop from my mind the memory of past successes and past failures and I would expose myself unreservedly to the exhilaration, the shock, the adventure, and the shriveling sense of littleness that comes from contact with new people, new ideas and new standards of excellence.

I WOULD weigh it all and keep that which adds to stature and discard that which substracts from the sense of being a whole person.

I would be an "enter-iner" and a "giver-outer" and wouldn't skimp on cokes, conversation or concerts.

And I would always remember that knowledge becomes most effective when related to spiritual values in a person of christian character.

Good Luck and a good year.

6. Become an Awakened Student

By CHARLES NELSON PACE

President, Hamline University, St. Paul, Minn.

THE greatest experience that can come into a student's life is an awakening. Then the pressure of teaching yields to an eagerness to learn.

It is a vision, or at least a glimpse, of what life means, how it should be invested, what true values are, the discovery of talents, the need to find a place of service.

Then the student budgets his time, makes the most of his opportunity, seeks to know. Credits and honors then become incidental.

IT may be a concert, a lecture, an exciting friendship, a great book, something in the laboratory, a sermon in public worship or a revelation in private meditation. God speaks to the inner consciousness of us all in a variety of ways.

College should furnish an atmosphere conducive to such awakenings and decisions. The student is wise who recognizes such promptings of the inner life, and responds with alert attention and obedience.

Partners for Life

College officials and Freshmen should remember what Dr. Ray Lyman Wilbur told every class of Freshmen who entered Stanford University while he was president.

"You had a hard time getting into

Stanford. We checked you carefully and tried to make sure that you are the kind of young men and women we want to have. But now that you are accepted, you and Stanford are partners for life. Everywhere you go after this you will be known as Stanford men and women. Neither you nor we can do anything to change that. And so, we had better like and get along well with each other. The success of both of us depends upon our loyalty to each other."

From: *Practical Public Relations,* by Rex F. Harlow, Marvin M. Black. Published by Harper & Brothers under the sponsorship of American Council on Public Relations.

Public Relations should make a two-way street of every avenue between college and its publics.

President Schultz of Allegheny College Dies

DR. JOHN RICHIE Schultz, fourteenth president of Allegheny College, died August 11 in Meadville, Pa., after an illness of two months, at the age of 62.

Dr. Schultz came to Allegheny as professor of English in 1917. He served as dean of men from 1930 until his appointment as acting president in 1942 to succeed Dr. William P. Tolley, now chancellor of Syracuse University. Dr. Schultz was elected president of Allegheny in 1943.

Out of his boyhood in Missouri and his experiences as a teacher and "showman" in the Mississippi area grew one of Dr. Schultz's main avocational interests connected with his professional field of American literature. This is the study of provincial speech and the professional language of rivermen, Chautauqua performers and others. He wrote a number of articles on the subject, including "Chautauqua Talk" and "Speech of the Button Cutters."

He also did considerable research on and writing about Samuel Clemens, bringing to light a number of hitherto unpublished Mark Twain letters.

Spann Becomes Ministerial Training Head

DR. J. RICHARD SPANN has assumed his duties as educational director for the Commission on Ministerial Training of The Methodist Church at Nashville, Tennessee. He is successor to the late Dr. William K. Anderson.

Dr. Spann was reared in Texas and is a graduate of Randolph-Macon College and Drew Theological Seminary. He has served on the faculties of the former Coronal Institute, San Marcus, Texas, and

(*Continued on page 32*)

NEW COLLEGE PRESIDENTS

Edward R. Bartlett

President, Iliff School of Theology

ON August 1 the Reverend Edward Randolph Bartlett, Ph.D., D.D., took up his duties as the

seventh president of The Iliff School of Theology. He is successor to Dr. Harry T. Morriss, who died in 1946.

Dr. Bartlett, a native of Iowa, comes to Iliff School from the deanship of DePauw University, Greencastle, Indiana, which office he has occupied since 1941. From 1923 to 1941, he was professor of Religious Education and Old Testament at DePauw.

Dr. Bartlett's academic training was taken in Iowa Wesleyan College, Boston University School of Theology, University of Chicago, and Northwestern University.

DR. BARTLETT entered the ministry of The Methodist Church in 1911, serving in various pastorates, prior to going to DePauw. For many years he has been a member of the International Council of Religious Education. He has been President of the Indiana Council of Churches and of the Indiana Council of Christian Education for the past eight years. In 1945, he was elected Chairman of the American Conference of Academic Deans.

Marcus J. Birrell

President, Wesley College

MARCUS J. BIRRELL was born and reared in Wisconsin. Graduating from the University of Wisconsin in 1936, he attended Boston University School of

Theology, receiving the S.T.B. degree in 1939.

During his term in Seminary he served as Director of Young People's Work in the Chestnut Street Methodist Church in Portland, Maine. Upon graduation from the Seminary, he was appointed to Brodhead, in the West Wisconsin Conference.

In August, 1941, he was elected a member of the Staff of the Youth Department, Division of the Local Church, General Board of Education. His special responsibilities were institutes, assemblies, and summer conferences. In October, 1944, he left the Youth Department and took the pastorate of Hobart Methodist Church in Minneapolis.

In May, 1947, Mr. Birrell was elected president of Wesley College, taking office July 1.

Robert Edward Burns

President, College of the Pacific

WITH his parents, President Robert Burns moved while a teen-age lad from his Missouri birthplace to Richmond, California, and there completed his high school education.

He entered College of the Pacific in 1927, and has never since been disassociated from his Alma Mater. He graduated with the class of 1931, after serving as president of the Pacific Student Association, and went immediately into financial development work for Pacific as a field secretary. In 1933, he assumed direction of the Placement office and the Alumni Association. He was named Registrar in 1936 and assistant to the President in 1941.

The origination, organization and development of resources for many of the most forward looking Pacific projects was accomplished by President Burns during these years. Notable are the Food Processors Foundation, the project in Christian Community Administration, and the Early California History Foundation including acquisition of the historic old Columbia Hotel and Theatre.

HE has also played a part in the Morris Chapel project, a frequency modulation broadcasting station now building, and in the Marine laboratory at Dillon Beach. His development work helped make possible the happy announcement of last March, when the Pacific mortgage was burned, that the College had become a debt free institution.

Dr. Burns is the nineteenth president of the institution and the youngest in the West in such an office.

William Duncan Copeland

President, Rocky Mountain College, Billings, Montana

THE background of William Duncan Copeland, new president of Rocky Mountain College,

contains a rare blending of the East and the West. A native Westerner, Doctor Copeland was born in Denver, Colorado. His undergraduate work was done in Colorado College. Later, however, he attended Harvard Graduate School of Education, and later still was a student at the University of Chicago.

At Harvard, he held an Austen Scholarship. He holds an Litt.D. degree from James Millikin University and a L.L.D. degree from Lincoln Memorial University.

He is a member of numerous professional and civic organizations including Phi Delta Kappa, Tau Kappa Alpha, the National Association of Teachers of Speech, and the Montana Education Association.

HE is a thirty-second degree Mason and has been active in Rotary, having served as district governor in two different Rotary districts. He is a member of the Winter Night Club in Colorado Springs; The Westerners in Chicago; and the Civil War Round Table also in Chicago.

Doctor Copeland's education service includes membership on the faculty of Colorado College; the presidency of Lincoln College, Lincoln, Illinois; and a year as assistant to the President of Lake Forrest College.

President Copeland became president of Billings Polytechnic Institute in 1946, and with the merging of Intermountain College and Billings Polytechnic to form Rocky Mountain College he became president of the new Institution.

Doctor Copeland's hobbies include hiking, fishing and mountain climbing.

Lowell Skinner Ensor

President, Western Maryland College

THE Board of Trustees of Western Maryland College in June elected the Reverend Dr. Lowell Skinner Ensor, pastor of the Westminster Methodist Church, to the presidency of the college to succeed the Rev. Dr. F. G. Holloway, Dean-elect of Drew Theological Seminary.

President Ensor was born in Baltimore, Maryland. He attended Towson High School and Baltimore City College, graduating from the latter in 1923. He received the Bachelor of Arts degree from Johns Hopkins University in 1928 and the Bachelor of Divinity degree at Drew Theological Seminary in 1931. Western Maryland College conferred upon him the honorary degree of Doctor of Divinity in 1944.

Dr. Ensor was ordained in 1929 and became a member of the Baltimore Annual Conference of The Methodist Church, serving churches in Prince Frederick and Pikesville, Maryland. He became pastor of Centenary Methodist Church, Westminster in 1940. He was instrumental in effecting the merger of the Centenary and Immanuel Churches in 1941 and was continued as pastor of the new Westminster Methodist Church.

He was a charter member of the Pikesville Kiwanis Club and has continued his Kiwanis membership in the Westminster Club.

Fred D. Fagg, Jr.

President, University of Southern California

DR. FRED D. FAGG, JR., who has served for some years as Educational Vice-President of Northwestern University, took office on September 1, as President of the University of Southern California. He succeeds Dr. Rufus B. von KleinSmid, who, after 26 years as President of the University, becomes its Chancellor.

Dr. Fagg is no stranger on the USC campus since, during the 20s he served as assistant dean of the

College of Commerce, and professor of Economics. He is a member of the Los Angeles Bar Association and of the California State Bar.

Recognized as an eminent educator and economist, Dr. Fagg is also an authority in the field of aeronautics. He was made director of Air Commerce for the Department of Commerce in 1937-38 and has been legal advisor to the Federal Aviation Commission and the U. S. Senate Committee on Aerial Investigation. During World War I he was a pilot in the A.E.F. and served for a two-year period.

HIS academic degrees are: an A.B. from the University of Redlands, an A.M. degree from Harvard University and a J.D. degree from Northwestern. He holds membership in many national honorary and scholastic organiza-

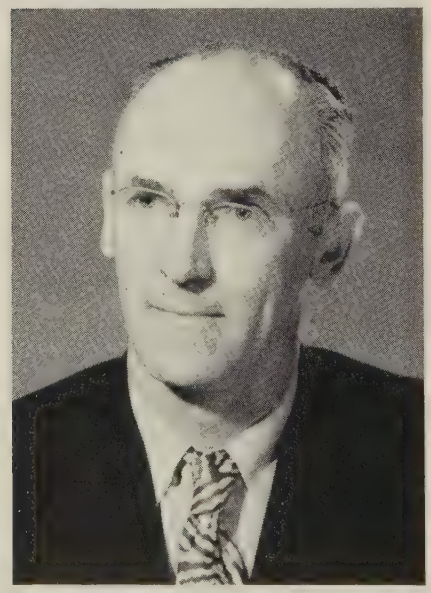
tions in fields of aviation, law, commerce and education, including Phi Beta Kappa, Alpha Eta Rho, and Alpha Kappa Psi.

He has served on many civic and national organizations at the request of the President of the United States, the State Governor and the mayor of Los Angeles. He is currently president of the Los Angeles Library Commission, a member of the board of governors of the Los Angeles Museum and the Sixth District Agriculture Association.

Sam Hilburn

President, Dakota Wesleyan

DR. SAM HILBURN became the new president of Dakota Wesleyan University, Mitchell,



South Dakota, in November, 1946, coming from Boulder, Colorado, where for the preceding three years he had been in charge of the naval intelligence school in oriental languages on the campus of the University of Colorado.

A graduate of Southern Methodist University, Dr. Hilburn also received Bachelor of Divinity and Master of Arts degrees from SMU before going as a missionary to Japan in 1923.

During his first term on the mission field he served at Hiroshima, Kobe and Onaomichi.

AFTER receiving his Ph.D. degree from Chicago University in 1930, Dr. Hilburn returned to the Kwansei Gakuin University at Kobe, until forced to leave Japan in 1941.

Upon his return to the United States, Dr. Hilburn served for two years on the staff of the Board of Education of The Methodist Church.

At Dakota Wesleyan Dr. Hilburn succeeds Dr. Joseph Edge, resigned.

Merrill J. Holmes

President, Illinois Wesleyan University, Bloomington, Illinois

MORE than a year ago Doctor Merrill J. Holmes, then vice-president of Illinois Wesleyan, was elected president of the Institution to succeed Doctor William E. Shaw, whose retirement was scheduled for August, 1947. With the sudden death of Doctor Shaw in February, 1947, Doctor Holmes immediately succeeded to the presidency.

A mid-Westerner, Doctor Holmes holds a Bachelor's degree from Simpson College in Iowa; an M.A. from Northwestern University; and an S.T.B. degree from Garrett Biblical Institute. He has an S.T.M. from Harvard University. He also has been honored with Doctor of Divinity degrees from Simpson Col-

lege and also from Garrett Biblical Institute.

Doctor Holmes' service record in education includes an instructorship in English at Collegio Metodista in Rome, Italy; an instructor ship in English and Philosophy at Garrett; the Deanship of Dakota Wesleyan University; and membership on the staff of the Board of Education of the M. E. Church at the time of unification and for a period thereafter. He was in general charge of Methodism's Higher Education Program for Negroes.

DOCTOR HOLMES is a member of Phi Kappa Phi and in addition to his educational work has served several pastorates in the Iowa-Des Moines Conference and the Rock River Conference. During World War I he was a chaplain in the United States Army, serving with the well known 69th Regiment.

Samuel M. Holton

Louisburg College

SAMUEL M. HOLTON, a native of Durham, North Carolina, was recently elected president of Louisburg College to succeed Dr. Walter Patten, who died March 8.

The new president received his B.A. degree from Trinity College and the M.A. degree from Duke University. He has attended summer sessions at Duke University, the University of North Carolina, and the University of Virginia.

For the past nineteen years he has been associated with the State Teachers College at Farmville, Virginia, in administrative and teaching capacities. In Farmville he was chairman of the board of trustees and teacher in the adult division of the church school of the Farmville Methodist Church.

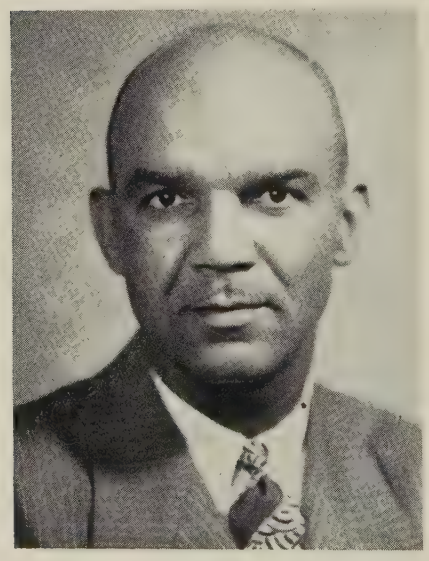
HE is a past master of the Masonic Order, past president of the Farmville Lions Club, former president of the Community Hospital, chairman of the Prince Edward County Red Cross Chapter, the Tuberculosis Association, and the Foundation for Infantile Paralysis.

Mr. Holton is a member of Phi Beta Kappa, Phi Delta Kappa, Tau Kappa Alpha, and Pi Kappa Delta. His early teaching experience was in Mecklenburg and Davie Counties, North Carolina.

Richard V. Moore

Bethune-Cookman College

BORN in Quincy, Florida, Mr. Moore attended the Quincy elementary school and completed his prep school work at Albany State College, Albany, Georgia. He received his A.B. degree from Knoxville College, Knoxville, Tennessee, and his Master of Arts degree from Atlanta Universtiy, Atlanta, Georgia.



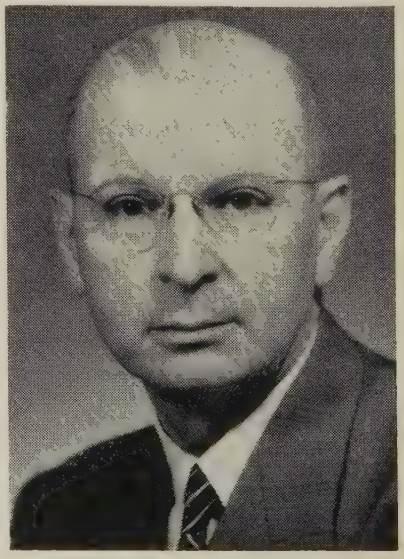
For a number of years he served as principal of Booker T. Washington High School, Pensacola, Florida. He resigned this position in 1946 to become State Supervisor of Negro Secondary Schools of Florida, working directly from the State Department of Education, Tallahasee.

President Moore brings to Bethune-Cookman a broad background in the fields of education and human relations.

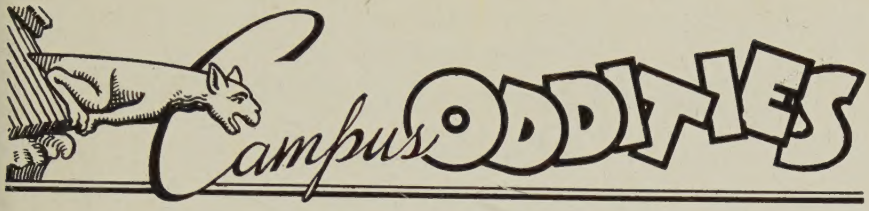
(*Continued from page 25*)

Perkins School of Theology at Southern Methodist University.

He has been a member of the commission since unification and has held pastorates at First Church, Cape Girardeau, Mo.; St. Paul's Church, Abilene, Texas; First Church, Big Spring, Texas; First Church, Baton Rouge, La.; and Laurel Heights Church, San Antonio, Texas.

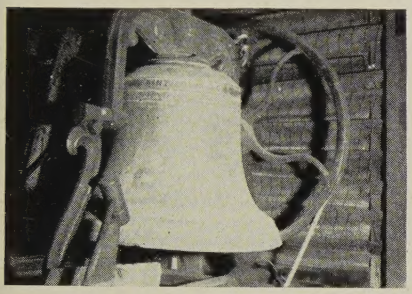


Just prior to his coming to Nashville he was Superintendent of the San Antonio District.



The Oldest Chapel Bell in America

IN the chapel tower of McKendree College, Lebanon, Illinois, is the oldest chapel bell in the United States. The bell is still in use to summon students hourly to classes.



The Chapel Bell at McKendree College

According to historians the bell was cast in Spain in the eighth century and recast in the fourteenth. Both of these castings happened before Columbus discovered America. During the sixteenth century the bell was brought to Florida.

It traveled across the country and was next discovered by a band of Santa Fe traders in a deserted Indian Mission in New Mexico. On their return trip to St. Louis the traders sold the bell, and it was recast for the second time. The name St. Louis, is clearly visible but other symbols are so corroded as to be undecipherable.

AFTER the bell was recast it was taken to the Illinois State Fair held in Centralia, Illinois, in 1858, and placed on exhibition to be sold. Dr. Nelson E. Cobleigh, at that time president of McKendree College, saw the bell and was so impressed with the quality of its tone that he purchased it for the new chapel which had been built two years previously.

It is said that during the Fair the spectators kept it tolling almost constantly to test the quality of its tones.

With the help of Prof. R. M. Moore, the bell was brought to McKendree College where it has done service for every conceivable sort of college gathering.

A long standing McKendree tradition centers around the bell. Each fall as Freshmen initiation is in progress a picnic, the date and location of which are kept secret, is planned for the class. If the upper classmen discover the location of their picnic, an extra week of freshmen initiation is added. If the freshmen have a successful picnic and are not discovered, they return to the campus and ring the chapel bell, and freshmen initiation is called off.

ONCE the bell rang continuously all night long when the students were celebrating the achievement of President McKendree Chamberlin in securing the first hundred thousands dollars of endowment for the college.

When McKendree College presented its annual Spring Concert this year, the bell was used in the unique number, "The Bell," a French folksong, with one of the members of the chorus tolling the ancient bell as the entire McKendree College chorus sang.

THE DEPARTMENT OF

The Methodist Student Movement

HIEL D. BOLLINGER

HARVEY C. BROWN HAROLD A. EHRENSPERGER

Wesley Foundation to Get Funds for Chapel

THE Texas Technological College Wesley Foundation is to be given $75,000 to establish a chapel and education unit for Tech students at St. John's Methodist Church, it was decided at the Texas Methodist conference in Houston. Of this sum, $50,000 has been raised, Reverend Cecil Matthews, director of student work, announced.

The Methodist student building fund is a two-year program and is to be completed next May, Matthews said.

The Wesley Foundations of Texas A. & M., University of Texas, West Texas State Teachers College, Texas State College for Women and North Texas State College are each to receive $75,000.

Wesley Foundation at Wayne University Receives Gift

THE Kresge Foundation has purchased a house at a cost of $15,000 and given it to the Methodist Foundation of Michigan to be used by the Wesley Foundation at Wayne Unviersity. The Kresge Foundation will also pay for the repairs necessary to recondition the property for students use. The house is ideally located on the campus of this great municipal university. It is a brick structure and plans have been drawn to have a student lounge with a fireplace, classrooms, study rooms, recreation rooms and offices. One large room will be designated for the student religious meetings.

Reverend Rudolph H. Boyce, Director of the Foundation writes, "This is what we have been wanting. The building will be used largely by students, but already it has been made available, through a house calendar, for other church gatherings."

Wesley Foundation Incorporated

DURING the summer a charter of incorporation was issued by Secretary of State to the Wesley Foundation in Nashville, Tennessee. The purpose as stated in the charter is: "To conduct a program of Christian work for Methodist students in the Nashville university center."

This Wesley Foundation, related to the Belmont, West End, and McKendree churches in Nashville, serves students in Vanderbilt, Peabody, Ward Belmont and Scarritt colleges. The director is Reverend Joe Brown Love.

Projects in Summer Courses

THE Department of Student Work conducts three summer training courses on a graduate level, preparing professional campus religious leadership. The courses are held in the graduate summer sessions of: Garrett Biblical Institute, Evanston, Illinois; Emory University, Georgia; and the University of Southern California, Los Angeles, California. They are taught by H. D. Bollinger, Harvey C. Brown and Herman N. Beimfohr respectively.

POST SCRIPTS ON COLLEGE NEWS AND VIEWS

FLETCHER M. McKINNEY

A simplified version of Macbeth, shortened to an hour and a half instead of three hours, was televised by a 14-member cast from Wesleyan University (Middletown, Conn.), over WRGB in Schenectady on May 9. According to the Wesleyan ARGUS, the presentation represented two "firsts": the first Shakespearean play and the first Wesleyan play ever televised.

* * *

Facing a record enrollment of 1,100 students this fall, Allegheny College met the test with the largest teaching staff in its 132-year history. The college recently named 12 new faculty members and announced plans to add four others, to swell the total to 72 for the semester beginning September 30.

* * *

During the academic year 1946-47, The University of Southern California conferred upon 417 students master's degrees in the several schools; upon 36 the degree of doctor of philosophy; and upon 10 the degree of doctor of education.

* * *

With the completion of the cafeteria now being constructed at Centenary College of Louisiana, more than seventy-five thousand square feet of floor space will have been added to the plant in the last twelve months. Of the total, over fifty-four thousand square feet have been given to the college by the government out of army surplus and by individuals. These buildings were erected at no cost to the college other than that of preparing the sites.

* * *

A survey of 1,400 young men and women graduated from the schools on the Evanston campus of Northwestern University reveals that the largest single group has chosen teaching as a professional field, Frank S. Endicott, director of placement for the campus, said recently. In his poll of employment preferences, the director also found that positions in business have drawn the second largest group, in third place are engineers and graduates attracted to other scientific or technical work.

* * *

Of the eighteen majors in Religious Education in the 1947 class at Greensboro College, eleven have accepted positions as Directors of Christian Education in churches in North Carolina, Virginia, and Florida; one has been employed by the Greensboro Young Women's Christian Association as Y-Teen Director; two are planning to teach Bible in public schools; and three are going to do graduate study at Southern Methodist University, Scarritt College for Christian Workers, and Emory University, respectively.

* * *

The Arents medals presented annually by Syracuse University to alumni who have achieved excellence in their chosen professions went to T. Aaron Levy, '95, former librarian of the Syracuse court of appeals and civic leader, and Harry Lee Upperman, '22, president of Baxter Seminary. The awards were made as a part of the June commencement exercises.

* * *

The University of Chattanooga's $375,000 post-war building program is well underway with the dining hall to be completed very soon.

Your College Knowledge

WATCH this space in the next issue of *Christian Education Magazine* for a series of questions designed to enable you to test your knowledge of Methodist schools, colleges and universities and of Methodism's total program of Higher Education. It is probable that an outstanding educator, perhaps the president of one of our well-known colleges or universities, will be asked to prepare the questions.

Every effort will be made to make the questions interesting and to arrange a self scoring device that will make it possible to check your answers in a minimun of time.

It is contemplated that this quiz on Methodist Higher Education may be a feature of the Magazine for the next several issues. We shall, therefore, be glad to have your reactions to it and to have your suggestions as to questions.

The first of these quizzes will appear in this space in the November-December issue.

Sermonic Materials on Christian Education

IN recent months the Division of Educational Institutions of the Board of Education has compiled several closely-set pages of materials calculated to help ministers in the preparation of sermons on Christian Education. Distribution has been made in certain conferences through colleges or through the offices of Executive Secretaries of Conference Boards of Education.

Several hundred copies remain in the Board offices in Nashville, however, and while the supply lasts they will be sent free on request to pastors and district superintendents.

Included in the compilation are: suggested texts, suggested sermon subjects; brief quotations on Christian Education; sugggested points for development of such topics as "The Christian College,—What it is and What it Should Be"; suggested prayers; and a bibliography listing several dozen pertinent titles.

The materials are all contained in an especially prepared, manilla folder suitable for filing.

Address requests to Department of Institutions, (General), Board of Education, 810 Broadway, Nashville 2, Tennessee.